Reflective Supervision and Coaching in Early Childhood Programs: What’s the Difference?

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Agenda

- Welcome and Opening
- “Press Conference”
- Distinctions Between Reflective Supervision and Coaching
- Developing a Shared Understanding of Reflective Supervision and Early Childhood Coaching
- Closing
Powerful Questions

- Clarifying
- Generating Options
- Reflecting
- Probing

Understand

Learn

Alternatives

Thoughts and Beliefs

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Tips for Asking Powerful Questions

Curiosity

How, What, Why

Reflection

Discovery, Learning

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Implementing Reflective Supervision and Coaching

- What were the reasons for implementing reflective supervision and coaching?
- What was the design and implementation process like?
- Should the supervisor be the one who provides coaching?
- How did employees react?
- What were the lessons learned?
Lessons Learned

- Create buy-in with employees (supervisors first)
- Give yourself time to market to employees
- Implement and become skilled with either reflective supervision or coaching first (not at the same time)
- Best if coaches are not assigned to other tasks
- Plan support for coaches
- Link coaching to employee professional development plan
Lessons Learned

- Tools for Early Head Start staff
- Match a coach with 8 to 10 employees with bi-weekly meetings
- Determine paperwork/documentation
- Determine communication chain between employee, supervisor, and coach
- Pilot
- Estimate planning and start-up time needed and triple that!
Reflective Supervision and Coaching - Alike?

Relationship-Based Principles
1. Collaboration
2. Communication
3. Context
4. Respect
5. Ongoing Learning
6. Reflective Practice
7. High Standards

Shared Competencies
- Waits so others can find solutions
- Listens well
- Aware of own and others' feelings
- Empathizes
- Encourages reflection
- Able to form trusting relationships

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Bertacchi, 1996
Chu, 2014
# Three Aspects of Supervision

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Clinical*</th>
<th>Reflective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversight and Monitoring; policies, regulations, business procedures, quality assurance</td>
<td>Case-and client-focused</td>
<td>Relationship-focused: shared exploration of parallel process, all staff members’ continuous growth and learning.</td>
</tr>
<tr>
<td>• Hire</td>
<td>• Assessment, diagnosis,</td>
<td>• Attend, listen, remain emotionally present</td>
</tr>
<tr>
<td>• Explain rules, policies</td>
<td>• Intervention strategies</td>
<td>• Create safety</td>
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<tr>
<td>• Train</td>
<td>• Treatment plan</td>
<td>• Build a trusting relationship</td>
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<tr>
<td>• Paperwork</td>
<td>• Review casework</td>
<td>• Collaborate</td>
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<tr>
<td>• Report</td>
<td>• Progress</td>
<td>• Reflect on intra and inter-personal process</td>
</tr>
<tr>
<td>• Coordinate</td>
<td>• Guide, advise, teach</td>
<td></td>
</tr>
<tr>
<td>• Evaluate</td>
<td>*most similarity to coaching</td>
<td></td>
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</table>

*most similarity to coaching

[Integrate](http://www.mi-aimh.org/reflective-supervision); Heffron & Murch, 2010
# Three Aspects of Coaching

<table>
<thead>
<tr>
<th>Transfer of Learning</th>
<th>Just in Time Learning</th>
<th>Fidelity to Standards</th>
</tr>
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<tbody>
<tr>
<td>Put into practice what is learned in a class, workshop or conference.</td>
<td>Respond to immediate need, question or priority</td>
<td>Program or discipline standards or evidence-based practices</td>
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Definitions

Reflective Supervision

A collaborative, mutually trusting relationship for professional growth that improves program quality and strengthens practice by building upon strengths and partnering in addressing vulnerabilities to generate growth.

Coaching

Adult learning strategy in which the coach promotes the learner’s ability to reflect on actions as a means to determine effectiveness of an action and develop a plan for refinement and use of an action immediately and in the future.

Shahmoon-Shanok, 2009.
Rush & Sheldon, 2011, p 8
Central Purpose

Reflective Supervision

Build overall organizational capacity and strengthen provider competency to improve practice and increase the quality of early childhood services.

Coaching

Recognize and strengthen existing knowledge and practices, develop new knowledge and skills, promote continuous self assessment and learning, improve quality of services.

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Sahnmoon-Shanok, 2009, Rush & Sheldon, 2011
Ultimate Goal

Reflective Supervision

- Enhanced organizational capacity to use the principles of relationship-based practice to provide the highest quality services to young children.
- Enhanced individual capacity to be self-aware, self-regulating, and reflective.

Coaching

- Sustained performance, competence and confidence to engage in reflection on actions, self-correction and generalization of new knowledge, skills and strategies to other situations as appropriate.

Rush and Sheldon, 2011; Scott Heller & Gilkerson, 2009
Key Elements

Reflective Supervision
- Reflection
- Collaboration
- Regularity

Coaching
- Joint planning
- Observation
- Reflection
- Action
- Feedback

Heffron & Murch, 2010; Rush & Sheldon, 2011
Provider Role

Reflective Supervision

Provides administrative, clinical and reflective supervision.
Develop safe, respectful relationship.
Assures that the work is done and is of high quality.

Coaching

Establishes a supportive, encouraging environment for joint examination of and reflection on current practice, provision of feedback and help with problem solving. Helps coachee identify goals and actionable, measurable steps to attain goals.

Heffron & Murch, 2010; Rush and Sheldon, 2011
Participant Role

Reflective Supervision

- Open mind
- Accepts support
- Prepare to share details and ask questions
- Attend to and make use of experiences and feelings
- Listen to and learn from own words and descriptions
- Remain open and curious
- Accept “not knowing”

Coaching

- Open to new information, skills and professional growth.
- Willing and motivated participant.
- Active in goal setting and planning.
- Implements agreed-upon action steps.

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Heller & Gilkerson, Chu; Rush & Sheldon
Expected Outcomes

Reflective Supervision

- Model parallel process
- Support ethical practice
- Shared understanding
- Improved program accountability and outcomes
- Cross cultural responsiveness
- Effective, engaged practice
- Critical thinking
- Self-regulation

Coaching

- Attainment of participants’ identified goals, life long learning orientation, application of new strategies, skills and competencies in working with young children and their families.

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Rush & Sheldon, 2011; Shamoon-Shanock, 2009, p 10
Reflective Supervision

Continues for the duration of supervisee’s tenure, regardless of whether supervisee is novice or advanced.

Coaching

Ranges from one-time engagements to a time-limited series of sessions. Concludes when coachee’s goals have been attained.

Heffron & Murch, 2010; Rush & Sheldon, 2011
# Benefits of Reflective Supervision

## Organizational Capacity
- Reduces hierarchy
- Attention to parallel process
- Adherence to ethical guidelines
- Buy in and understanding of program philosophy, beliefs, values, mission
- Helps with implementation of administrative requirements
- Improves quality, accountability and outcomes

## Individual Capacity
- Supports cultural responsiveness
- Encourages initiative and responsibility and engagement
- Ongoing support throughout tenure
- Enhances self-awareness and self-regulation
- Develops capacity to remember
- Encourages critical thinking and trial action ("experiments")
- Supports professional identity and career development

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Shahmoon-Shanock, 2009
Benefits of Coaching

**Organizational**
- Supports investment in training and conferences.
- Supports implementation of evidence-based practice.
- Enhanced quality of services and outcomes for children and families.

**Individual**
- Ability to reflect on action.
- Support for transfer of learning, just-in-time learning and use of evidence-based practice.
- Increased competencies (knowledge, attitudes and skills).
- Ability to generalize new skills and knowledge to other situations.

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Questions?

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